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AUTHOR Palmer, Richard P.
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ABSTRACT

A team of information professionals, attempting to link acquisitions to the curriculum, student assignments, and bibliographic instruction at a junior college, met with deans, department heads, and faculty to develop course syllabi and choose supportive library materials. The information professionals made available to faculty library materials for student classroom use. Classroom presentations in library instruction focusing on new acquisitions and current holdings relevant to courses were held, and students took subsequent library tours and completed library assignments. The team felt the librarian-faculty-student coordination was successful in identifying library materials to be used, in making faculty and students aware of library services and use, and in involving information professionals more directly in the educational process. Guidelines for writing performance objectives, instructional improvement activity assessment sheets, and action planning worksheets are attached. (KP)

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INTEGRATING LIBRARY ACQUISITIONS WITH THE CURRICULUM

Richard Palmer

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Richard Palmer
School of Library Science
Simmons College
Boston, Massachusetts

UNUSED LIBRARY ACQUISITIONS

Recent quantitative use studies by Richard Trueswell (University of Massachusetts, Amherst) and Ward Shaw (University of Denver) have found that about 40 per cent of items acquired by college and university libraries are not used by faculty or students. As these findings become more widely known, acquisitions librarians will doubtless be seeking ways to ascertain in advance of placing orders those items likely to be used. Unfortunately, most librarians are not now well situated to find out which items will actually be used by faculty for instructional purposes or by students for learning needs. Nevertheless, as library acquisition budgets come under more intensive scrutiny, librarians will come under increasing pressure to reduce the number of unused items they acquire.

In an attempt to determine possible reasons for the high percentage of unused acquisitions in college and university libraries, I reviewed my own experience as a university acquisitions librarian. I recalled that I had never been consulted by any faculty members while they were designing curriculum or planning courses. My library colleagues and I usually learned of new courses from new issues of the university's catalog. Since we had no advance notice of new courses, or of modifications in courses, or of deletions of courses, we did not attempt to link our acquisitions policies or weeding activities to the curriculum--except in a very general way. We did not take the initiative to seek out active participation in curriculum planning at the dean or department head level. We did not seek to synchronize library acquisitions with curriculum on a course-by-course basis, though I believe now we should have. I also believe that had we participated in the planning and development of information resources for specific courses the library would have acquired a higher percentage of items that would be used.

LINKING ACQUISITIONS TO THE CURRICULUM

During the past two years I have been involved with experimental studies seeking to design and implement procedures linking library acquisitions directly to the curriculum. A team of information professionals, under my supervision, have been working with deans, heads

IR 004874

of departments, and individual faculty at a junior college with a very large student enrollment. Our goal has been to devise practical ways to integrate curriculum design and the acquisition process. The thrust has been to identify library items for which there is a known faculty or student demand, and buy these, rather than to buy items listed in publisher's promotional material or in conventional library selection aids. Instead of blindly acquiring items and wondering why they are not used, we endeavored to find out in advance which items would be used in specific courses by faculty and students and acquire them.

In our studies at the junior college we had the support of the administration, including the president, the academic deans, and the department heads. Following meetings with the president, we met with the deans and department heads and arranged meetings with faculty by departmental groups and individually. During these meetings we discovered that few faculty members had fully-developed syllabi for their courses. Even those that had such syllabi had seldom included specific plans for the use of library materials. The departmental chairman, therefore, asked each faculty member to develop a complete syllabus for each course, listing goals and objectives, detailing each week's classroom activity and student assignments. When the syllabi had been prepared, the information professionals met with individual faculty members to discuss various instructional materials and equipment of potential usefulness. Few faculty members were aware of the great variety of materials that were available for acquisition by the library, and initially few expressed interest in having such materials acquired, even though the information professionals assured the faculty that they would make all necessary arrangements to acquire and deliver the materials and equipment as required.

The interaction between individual faculty members and the information professionals also included a comprehensive look at modes of instruction. The appropriateness of the mode to the content, the pacing of the course, and the variety of presentations were all examined. Efforts were made to achieve an interesting variety of modes, including case studies, films, slide shows, guest lecturers, tours, role-playing, simulations, tape recordings, videotapes, computer-based instruction, as well as other instructional modes. These consultations were held in advance of the school year so that materials chosen could be acquired before they would be needed. We found that faculty members were often passive, even somewhat reluctant in these endeavors. Had we not taken the initiative, no integration of library materials with the course syllabi would have been achieved.

LINKING ACQUISITIONS TO STUDENT ASSIGNMENTS

Since the team conducting the experiments recognized that faculty instruction is only half of student learning, the team discussed with

faculty members the need to provide for student access to library materials. Many of the junior college's courses were taught only in the evening when the library was closed or at sites many miles from the college library. The team discovered that faculty members were often unaware of the substantial variety of library materials which could be acquired and made available to students of varying abilities and interests--right in the classroom. The team assisted faculty in selecting for each week's student assignments various levels of library materials for students of different learning styles and capabilities. The library then acquired the selected materials. Throughout the courses students were introduced to self-teaching materials, films, slide collections, tape recordings, records, and computer-based programs, as well as other library materials acquired in these experiments.

The interaction between faculty members and the team is continuing. The information professionals continue to take the initiative to add other courses to the experiments. Although faculty members continue to be somewhat skeptical or reluctant at first, most of them report they have gained an increased awareness of teaching techniques and of library materials. We feel a continuing need to be aggressive and innovative. We need to market library materials and services. In the process we are learning what library materials to acquire--for a high percentage of use.

LINKING LIBRARY MATERIALS THROUGH BIBLIOGRAPHIC INSTRUCTION

Some faculty members involved in the experiments feared that the effect of our explicit selection of materials would straight-jacket their teaching and students' learning. To counteract any possible narrowing of the use of library materials, the faculty members and the team arranged for classroom instruction in library use and search techniques. These classroom presentations, conducted by the information professionals, avoided generalities, were focused on both new library acquisitions and already-held materials distinctly relevant to the course, and were timed so the sessions immediately preceded assignments requiring library use. Library tours followed the class presentations and the locations of particularly useful materials were indicated. The faculty members reported that students performed substantially better on their assignments following the team's bibliographic instruction.

INTERIM FINDINGS

We are continuing the experimental efforts in integrating library acquisitions and the curriculum because we believe interaction between the team and deans, departmental chairmen, faculty, and students is contributing to the following gains:

(a) The identification, in advance of acquisition by the library, of items faculty members plan to use or have students use in their courses.

(b) A reduction in the number of unused library acquisitions.

(c) A more cost-effective use of the library's acquisitions budget.

(d) A faculty more aware of library services.

(e) Students better able to make use of the library and library materials.

(f) Students achieving better test scores.

(g) Information professionals more directly involved in the educational process.

The experiments in integration of library acquisitions with the junior college's curriculum have produced benefits for all groups involved in them. We believe that similar efforts at integration can produce like benefits elsewhere.

GUIDELINES FOR WRITING PERFORMANCE OBJECTIVES

The ability to write good performance objectives, whether they be for students, programs, or products, require that you provide CLEAR, CONCISE, AND UNAMBIGUOUS answers to the following questions.

WHO OR WHAT IS TO PERFORM?

student, participant, product, program,

...the student will...

WHAT DO I WANT THE STUDENT TO DO?

Identify the tasks that you want the student to perform. Use ACTION VERBS that require VISIBLE and OBSERVABLE activity. Some of the most frequently used action verbs include:

1. identify
2. distinguish
3. construct
4. name
5. order
6. describe
7. state a rule
8. apply
9. demonstrate
10. interpret

...the student will construct...

WHAT DO I WANT THE STUDENT TO DO IT TO?

This is the object of the action verb and describes the specific content or subject matter that is to be acted upon.

...the student will construct...examples of performance objectives...

HOW DO I WANT THE STUDENT TO DO IT?

Select the CONDITIONS under which the student is expected to perform. What will be provided (given) or not provided?

Given "Guidelines for Writing Performance Objectives" the student will construct...examples of performance objectives in writing...

HOW WILL I KNOW WHEN THE STUDENT HAS DONE IT?

State what you will accept as EVIDENCE that the student has performed satisfactorily. This can be a quantitative or qualitative statement.

Given "Guidelines for Performance Objectives" the student will construct 5 examples of performance objectives in writing all of which must be judged acceptable by his work group.

WHY SHOULD THE STUDENT DO IT?

Although optional in many performance objectives, it is often advisable to provide a reason or rationale why the student should achieve the objective. The performance objective above might include the statement-

...This is important for the selection of instructional procedures.

MODES OF TEACHING

OBJECTIVES

1.	What should student know?	INFORMATION
2.	What should student be able to do?	PERFORMANCE OBJECTIVES
3.	How should student feel?	ATTITUDES

INSTRUCTIONAL MODES

1. Questions and Answers - Avoid Yes-No questions.
2. Illustrations and Examples - Specific, relevant, timely.
3. Discussions - Students can talk, too.
3. Explanations - Lucid, incisive, responsive.
5. Case Study - Hypothetical situations to solve.
6. Reports - Vivid, first-hand.
7. Cross-examinations - What is anchored in student's thought?
8. Quiz games - Names, Places, Events.
9. Review - Are essential concepts being learned?
10. Problem-solving - Using different techniques.
11. Role playing - Simulations.
12. Lecture - Well-organized for transfer of information.
13. Stories and anecdotes - Pertinent and lively.
14. Special projects - Outlines, charts, maps.
15. Teaching Aids - Media.
16. Current Events - New Developments and Trends.

INSTRUCTIONAL IMPROVEMENT ACTIVITY
ASSESSMENT SHEET

Assess your institution's activities through the following questions:

1. What formal activities or programs presently exist to assist faculty members:

   To improve their teaching skills?

   To alter attitudes towards teaching and students?

   To consider carefully the present body of knowledge about learning and teaching?

   To facilitate their performance in roles other than teaching (i.e. research, committee work, counseling and advising, community service)?

2. What avenues exist to assist faculty in acquiring additional content expertise?

3. What facilities and assistance exist to aid faculty in the production of instructional materials?

4. What resources are available to assist faculty in the design or redesign of courses?

ASSESSMENT SHEET

5. What assistance is available to faculty to evaluate and provide feedback concerning teaching materials and strategies?

6. What forms of audio-visual equipment are readily and easily available to faculty?

7. What efforts are made to encourage and provide training to faculty to integrate media technology into their teaching patterns?

8. What assistance is available to help faculty select and make accessible print resources for teaching and learning?

9. What services are available to students to improve their study skills?

10. What guidance and counseling services are available to students to guide vocation and study decisions?

11. What special tutoring and remedial programs are available to students?

ASSESSMENT SHEET

12. What efforts or programs exist to improve the functioning of educational administrators and support personnel at your institution?

13. How are policies and procedures relating to registration, credit-granting and course requirements established and changed?

14. In what ways is excellence in teaching recognized and rewarded equally with other professional roles?

15. In what ways does the central administration demonstrate its support of instructional improvements and innovations?

16. What material resources are made available to assist improvement efforts?

The preceding questions may be grouped according to the component of the teaching/communications model they address in the following manner:

Faculty Development	Instructional Development
1, 2	3, 4, 5

ASSESSMENT SHEET

Library Media Resources	Student Development
6, 7, 8	9, 10, 11

Organizational Development

12, 13, 14, 15, 16

Examining the answers to each group of questions, you should be able to rate the amount of institutional activity in each component of the model and identify which component may need strengthening.

ACTION PLANNING WORK SHEET

Purpose: You have just assessed your institution's activities and identified at least one component which may need strengthening, or in which activity may be initiated. State several objectives which you will pursue for your institution in this component to strengthen its instructional improvement effort.

1) Target component: _____

2) Objectives: 1. _____

2. _____

3. _____

4. _____

Activities:

3) List several activities which could be engaged in to strengthen this target component.

1. _____

2. _____

3. _____

4. _____

Resources:

4) What monetary resources might you need to implement your proposed activities?

Maximum

Minimum

5) What potential sources of funds may be available to you?

6) Who would you need to persuade to authorize a reallocation of these resources?

7) What steps may be successful in obtaining these resources?

1. _____

2. _____

3. _____

4. _____

5. _____

Personnel:

8) What are the personnel requirements likely to be for these activities?

9) Who are key people who will be in a position to assist you in achieving your objectives?

10) Who are the individuals who are most likely to oppose you?

11) What additional informational needs exist in order to complete this level of planning?